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ABSTRACT

This final report provides an evaluation of Project Advance, an attempt at providing supplemental services to the Morse Crisis Intervention Center in the Washington, D.C. Public School System. The Morse Center was established to handle students who had to be removed from public junior high schools because of disruptive behavior. Project Advance provided the following special services: (1) psychotherapy to alleviate or minimize disturbing behavior, (2) individualized instruction using the open classroom technique, and (3) enrichment activities through which hyperactivity and tensions could be relieved. Conclusions about the impact of the project were somewhat unclear because of the lack of good pre-and posttest data on changes in student behavior. Several limitations of the study were noted, as were problems with the lack of clarity and specificity of purpose of the Morse Center itself. Several recommendations are presented as a result of the study's data. (Author/PC)

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FINAL EVALUATION REPORT

Submitted to

MORSE CRISIS INTERVENTION CENTER - PROJECT ADVANCE

Title III Project

D.C. Public Schools
Washington D.C.

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Table 3 - Staff rankings of six possible resources that they might use for eight specific student-related problems.

Table 4 - Bar graphs depicting staff perceptions of their own role effectiveness in terms of their jobs at Morse school.

Table 5 - Staff ratings of their perceptions of the value of major program components to students, other staff members and for themselves.

Table 6 - Comparison of Morse students with normal population means and standard deviations on the "How I See Myself" scale for appropriate factors.

BACKGROUND

The Morse Crisis Intervention Center - Project Advance

The Morse Crisis Intervention Center was established within the D.C. Public School System to handle students who must be removed from public junior high schools (regular education) because of disruptive behavior, who may or may not be academically retarded. The overall goals of the Morse School are to provide the necessary services to these students which will allow them to return to regular public schools and proceed satisfactorily.

Project Advance was designed to provide supplemental service within Morse School as follows:

Psychotherapeutic service to alleviate or minimize disturbing behavior

Individualized instruction using the Open Classroom technique

Enrichment activities which reinforce the educational program by affording the student opportunities to relieve some of his hyperactivity and tensions through pleasurable and tangible activities such as swimming, bowling, track and field, and stimulation through creative activities such as drama, art, music and filed trips as well as opportunities for career development

Four courses were to be required during the current project year for staff development:

The Open Classroom

Methods and Materials for Teaching the Non-Motivated Learner

Guided Group Interaction

Concept of Crisis Intervention and Providing pre-vocational skills training within the content area

Sixty students were anticipated and extensive formalized pre and post testing as well as informal testing was planned in the original proposal.

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I. EVALUATION DESIGN

A. Philosophy and Rationale

The basic design of this evaluation was of a formative and a summative nature. Formative in that data collected at specified times from the project was systematically fed back to the project as soon as possible. Summative in this final report which includes the data analyses and conclusions regarding total project activities has been compiled at the end of the current project year. The model has provided for the evaluation of educational activities on the basis of the logical and empirical congruence between intended and observed antecedents, transactions and outcomes.

The Nature of Evaluation

There are currently four basic types of evaluation models; the Tylerian curriculum evaluation model, the Accreditation model, the Management-Systems model and the emerging Composite-Goal model.

The Tylerian Model - This curriculum evaluation model is primarily concerned with the degree to which educational objectives stated in behavioral terms are exhibited by student performance. Glass (1969) concludes,

> The Tylerian model of formative curriculum evaluation is illsuited to the problem of evaluating equipment, organizational plans, staff competence, the logic of a program rationale, the goals of a program, or cost benefit ratios. Such problems are of little interest to the Tylerian curriculum evaluator; that he should evaluate an overhead projector is inconsonant with

his self-concept. However, such problems must be confronted if evaluators are to discharge their full responsibility to their clients and the patrons of education. Hence, it seems unlikely that the Tylerian model of evaluation can grow to meet the new responsibilities of educational evaluation.

The Accreditation Model - This model is probably the oldest form of educational evaluation. This approach usually consists of judgments of educational experts as to whether or not certain criteria or standards are being pursued or accomplished. The Accreditation model utilizes comprehensive descriptions of education programs, facilities and personnel. Its main focus is on the educational environment and process, with minor attention to outcomes.

The basic flaw in the Accreditation model is that it relies too much on expert judgment without attempting to validate its standards and criteria through educational research.

The Management-Systems Model - This model is concerned with gathering data for decision makers. Educational evaluation provides a service function for administrators.

The Management-Systems evaluator focuses on planning for decisions, the interrelationships of decisions in various educational settings and the management of the decision making process. The evaluator does not make judgments in regard to the value or worth of the educational programs, he provides the objective data that will allow the manager or administrator to make the decisions and judgments. The choice of action is the responsibility of the school executive, not of the evaluator.

The major problem with the Management-Systems model is

that it is more concerned with playing a role supportive of administrators than with addressing questions of value. Assisting administrators "is a proximate aim of evaluation; the ultimate aim of an evaluation is to decide questions of worth," according to Glass (1969). He further states,

> It would be satisfactory to disregard the direct assessment of value if decision-makers' preferences were always logical, rational, intelligent revelations of value. In truth, most decision-makers are perplexed by the decision-making process, and many of them rightly feel guilty and insecure about their inability to justify their decisions. Hence, it seems unwise to view evaluation as the presentation of data to decision-makers who must then make of the data what they will.

The Composite-Goal Model - This is an emerging new model which Glass fashioned from Scriven's definition of evaluation. Scriven (1967) states,

> Evaluation is itself a methodological activity which is essentially similar whether we are trying to evaluate coffee machines or teaching machines, plans for a house or plans for a curriculum. The activity consists simply in gathering and combining performance data with a weighted set of goal scales to yield either comparative or numerical ratings, and in the justification of (a) the data-gathering instruments, (b) the weightings, and (c) the selection of goals.

Glass states,

> The potential utility of the Composite-Goal model derives from its focus on the direct assessment of worth (which distinguishes it from the Management-Systems model), its concern with the justification of the values criteria and goals (which distinguishes it from the Accreditation model), and its comprehensive character that will permit its application in the diverse contexts now calling for educational evaluation (which distinguishes it from the Tylerian model.)

Definitions of Evaluation

The preceding models of evaluation illustrate the varied nature of evaluation activities and the apparent lack of concensus in regard to an acceptable definition of evaluation.

Educational evaluation has been defined as: (1) attempts to assess social utility; (2) a systematic procedure for collecting and analyzing information for decision making; (3) measurement of student behaviors in regard to classified objectives; (4) the degree to which certain educational criteria and standards are being achieved; and (5) the process by which one rationally arrives at a defensible assessment of the worth of an educational activity.

Basic Philosophy

This evaluation has attempted to synthesize and use appropriate techniques from a variety of evaluation models. The evaluation team, as an outside third party, has attempted to be as objective as possible while at the same time maintaining a close liaison with the project staff to provide formative feedback data as it has been collected. The spirit of the evaluation has been one of cooperation, enthusiasm and sensitivity as the evaluation team has worked with the project staff for creative program assessment and improvement.

General Design

The basic design of this evaluation has been one of a formative and a summative nature. A modification of

Stake's evaluation model (1967) has been used as a general framework. The model provides for the evaluation of educational activities on the basis, as we stated earlier, of the logical and empirical congruence between intended and observed antecedents, transactions and outcomes. Judgments regarding the worth of the endeavor have been made utilizing relative and absolute comparisons.

In relation to this project, the "antecedents" are those conditions which have existed prior to the current project year. The "transactions" are those encounters, experiences, activities, relationships, etc. which are provided, arranged, or happen that bring about the desired or hoped for changes in behavior. "Outcomes" are those products or consequences of the project activities -- supposedly the stated or written objectives of the project.

B. Statement of Decision Areas Investigated, Strategies and/or Instruments

1. Antecedent Data

Data	Strategies/instruments
1. General design and rationale - project goals & objectives	1. Project proposal
2. Results of planning phases to date	2. Interview with Project Director, analysis and documentation
3. Center's organizational structure	3. Center's organization chart; interview with Director

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2. Transactional Data

1.	Staff selection and training	1. Interview with Director re criteria, when, methods of obtaining applicants. Documentation and summary of training -- grades, facilities
2.	Student selection	2. Population pool, characteristics, criteria, process of selection - personnel and records involved
3.	Student scheduling - program planning	3. School, center charts or records, programs available, criteria for selection. Each phase of program - counseling education and activities
4.	Student counseling	4. Who does it? Why? What issues, problems, frequencies setting, evaluation, relation to other aspects of program?
6.	Student-teacher interactions	6. Observation scales, self-reports of students, teachers, in-class, informal, additional contact
7.	Parent involvement	7. How, why. How solicited, possible reactions, awareness, contact, attitudes
8.	Volunteer involvement	8. How, why. How solicited. Relation to program and personnel, frequency
10.	Student movement	10. Into regular schools. Why, decision process, numbers
11.	Student follow-up	11. How, by whom, where gone on leaving center
12.	Center-school system interaction	12. Frequency, purposes, who, what office, outcomes
13.	Project management	13. Checklist - is there a system -- describe

3. Outcome Data

1. Changes in student cognitive growth	1. Standardized tests
2. Changes in student self concept	2. "How I See Myself" self concept scale
4. Effectiveness of staff development activities	4. Project evaluation; personnel reports; grades, teacher evaluations
5. Volunteer perceptions and involvement	5. Interview; contact with program and involvement
6. Parent perceptions and involvement	6. Interview; contact with program and involvement
7. Staff perceptions of auxiliary services	7. Questionaires; use of and attitudes about auxiliary services
8. Student perceptions of auxiliary services	8. Questionaires; use of and attitude about auxiliary services
9. Staff, student, volunteer and auxiliary services - perceptions of volunteer effectiveness	9. Questionaires; use of and attitudes about volunteer effectiveness
10. Auxiliary services, personnel perceptions of own effectiveness	10. Self-evaluation questionaires
11. Number of students moved into schools on June 1, 1974 as compared to school year 1972-73	11. School records - number and where moved
12. Problems of transition	12. Interview with Director
13. Awareness of program system-wide	13. Project awareness questionaire to all secondary principals

C. Information Collection

The following schedule specifys how the evaluation data was collected, and when.

Evaluation Data	Sources	Schedule
1. Antecedent Data		
1.1	Project Proposal	Already Collected
1.2	Director interview	On-Site Visit #1
1.3	Director interview	On-Site Visit #1
2. Transactional Data		
2.1	Director interview	On-Site Visit #1
2.2	Director interview	On-Site Visit #1
2.3	Director interview	On-Site Visit #1
2.4	Director interview	On-Site Visit #1
2.6	Observation Scale	On-Site Visit #3
	Student Interview Form	On-Site Visit #5
	Teacher Questionaire	On-Site Visit #2
2.7	Director interview	On-Site Visit #2
	Teacher Questionaire	On-Site Visit #2
	Parent Interviews	Week of 5/1 - 5/17
2.8	Director interview	On-Site Visit #2
2.10	Director interview and records	On-Site Visit #1
2.11	Director interview and records	On-Site Visit #1
2.12	Director interview	On-Site Visit #2
2.13	Director interview	On-Site Visit #2

Data	Sources	Schedule
2.13 cont'd	Likert's Organizational Effectiveness Scale (to be included in the Teacher/Staff Questionaire)	On-Site Visit #2
3. Outcome Data		
3.1	Standard Scores	On-Site Visit #3
3.2	Self Concept Scale	On-Site Visit #5
3.4	Teacher/Staff Questionaire	On-Site Visit #2
3.5	Volunteer interviews	Week of 5/1-5/15
3.6	Parent interviews	Week of 5/1 -5/15
3.7	Teacher/Staff Questionaire	On-Site Visit #2
3.8	Student interviews	On-Site Visit #5
3.9	Student interviews	On-Site Visit #5
	Teacher/Staff Questionaire	On-Site Visit #2
3.10	Teacher/Staff Questionaire	On-Site Visit #2
3.11	School records/project records	On-Site Visit #3
3.12	Director interview	On-Site Visit #1
3.13	Project Awareness Questionaire	Month of June by Research Office

On-Site Visitations

Visit # 1

Evaluation Data	Questions to be answered
1.2 Results of planning phases to date:	1. What activities have taken place? 2. Who has been involved? 3. What are the results?
1.3 Center's organizational structure:	1. Secure organizational chart 2. How was structure determined? How set up? etc.
2.1 Staff selection and training:	1. Criteria for selection? 2. Criteria for training? 3. How is training conducted? By whom? Where? How evaluated?
2.2 Student selection:	1. How are students selected? By what criteria? 2. What is the population pool? 3. What is the selection process? 4. How are records kept (samples)? 5. What personnel are involved in the selection process?
2.3 Student scheduling - program planning:	1. What classes, programs, etc. are available? Criteria for each? 2. What counseling activities are available? Criteria? 3. What other activities are available? Criteria? 4. What is rationale for placing students in each activity?
2.4 Student Counseling:	1. Who does it? 2. Why? (are students selected) 3. What issues, problems, etc. are involved? 4. Frequency of contact?
2.10 Student movement into regular schools:	1. What is the decision process? 2. What are the factors affecting movement (pro and con)? 3. How many students are moved per month?

2.11 Student Follow-up:	1. How is it accomplished? 2. By whom? 3. What are the results? 4. Where do students go?

Visit #2

Evaluation Data	Questions to be answered
2.7 Parent involvement	1. How are parents contacted? 2. How are parents involved? 3. Why? 4. What are staff reactions to parental involvement?
2.8 Volunteer involvement	1. How? 2. Why? 3. How solicited? 4. What is the frequency of involvement? 5. Are there any observable results? 6. What are the volunteers' perceptions of the project?
2.12 Center-School System interaction	1. For what purpose does interaction take place? 2. Who is involved? 3. What offices? 4. With what frequency does interaction take place? 5. What are the results?
2.13 Project management	1. Is there a management system? 2. What are the time, money and quality controls?

Teacher/staff Final Evaluation Questionaire administered to all project personnel.

The Teacher/Staff Final Evaluation Questionaire was developed to seek data concerning biographical data, length of time on current job, current educational pursuits, knowledge of the basic goals of the program, frequency of parent contact, use of parents, frequency of volunteer contact, use of volunteers, knowledge of auxiliary services, frequency of contact and attitudes

Teacher/Staff Questionaire - cont'd

about auxiliary services, training experiences to date and attitudes about these experiences, perceptions of role effectiveness, etc. This questionaire was administered by the evaluation team to all Morse Center staff present on May 8, 1974.

Visit #3

Evaluation Data		Questions to be answered	
3.1	Student Cognitive Growth	1.	What standardized scores are available?
		2.	What are the scores?
3.2	Effectiveness of staff development activities	1.	What grades/scores are available from staff development activities?
3.11	Number of students moved into regular school/which schools	1.	How many; which schools?

Student-Teacher Observation Scale was to be used during this on-site visit. This scale could not be used at this or subsequent on-site visitations due to the fact that students were not in classrooms.

Visit #4

3.5	Volunteer perceptions of project	1.	What are volunteer perceptions of project?
3.6	Parent perceptions and involvement	1.	To what extent are parents aware of project goals?
		2.	How frequently do parents visit project?
		3.	What is parents' evaluation of students?
3.12	Problems of transition	1.	What do students and teachers feel are problems of transition?
		2.	What do parents and volunteers see as problems of transition?

Visit #5

To administer "How I See Myself" self concept scale and interview a sample of six students using the Student Interview form.

II. RESULTS OF DATA COLLECTION

A. Teacher/Staff Questionaire

The Teacher/Staff Questionaire (see Appendix A) was used to obtain an overview of the staff and teacher impressions of the Title III Morse project. Each teacher and staff member was asked to complete a brief questionaire which asked, in general, the subjects to provide information on their educational and work histories and also their knowledge about and opinions of the Morse project.

In all, fourteen of the seventeen full-time employees of Morse school actually completed the inventory. Three individuals, the school counselor and two teacher aides, were on sick leave and unavailable at the time the questionaire was administered.

Results

Subject Background

Of the fourteen people who completed the questionaire, five were female and nine were male. The fourteen included eight teachers, three teacher aides, one social worker, one reading specialist, and the project director who is also the assistant principal at Morse School. The results showed that these staff members ranged in age from 22 to 55 years with the majority (7 people) between the ages of 22 and 29. Overall, the respondents had worked an average of 3.6 years at Morse school and 5 people had been there between 6 and 8 years.

Except for two teacher aides, all the personnel had at least a bachelor's degree. Five of the subjects reported that they had a master's degree. Of those with Master's degrees, one had specialized in mental retardation in graduate school, and the remainder in areas such as educational administration or a specific subject area such as mathematics. Of the seven with bachelor's degrees, five had studied in such areas as English, Social Studies or Art Education and one each in Sociology and Psychology. In addition, of the total of twelve people with degrees, eleven had done some post-degree university study and seven of those indicated they had studied some area of special education.

Project Knowledge

Generally, questionaire results showed that the Morse personnel were aware of the Title III project, but not informed about the specific objectives and purposes

of the project. For example, one question asked the subjects to name three specific members of the school staff. Ten of the fourteen respondents correctly named all the members and the remaining four named two of the three correctly.

Another question asked the subjects to state the specific goals of the Title III project. Only two people gave goals in ways quite similar to the actual written project objectives and another six made more general statements consistent with the goals of the Morse Crisis Intervention Center. The remaining six gave either no answer (two people) or gave answers which were incomprehensible or judged incorrect.

Inservice Training

Eleven of the fourteen respondents indicated that they had completed both the Open Classroom and the Guided Group course. For the Open Classroom course, the only one for which grades were available, no person reported receiving less than a grade of "B."

Overall, the reported evaluations of the two courses seemed quite similar. As can be seen from Tables 1 and 2, a majority of the staff and teachers rated both courses as useful or very useful for their work at Morse school. Morover, neither course was viewed as traditional or rigid. However, both courses were also seen as somewhat easy and somewhat theoretical by a majority of the subjects.

The only reported difference seemed to be that the Open Classroom course was viewed as less informative than the Guided Group experience. Specifically, eight people saw the Open Classroom as somewhat informative or informative while nine reported that the Guided Group course was very or extremely informative. Only one person reported that the Open Classroom course was extremely informative.

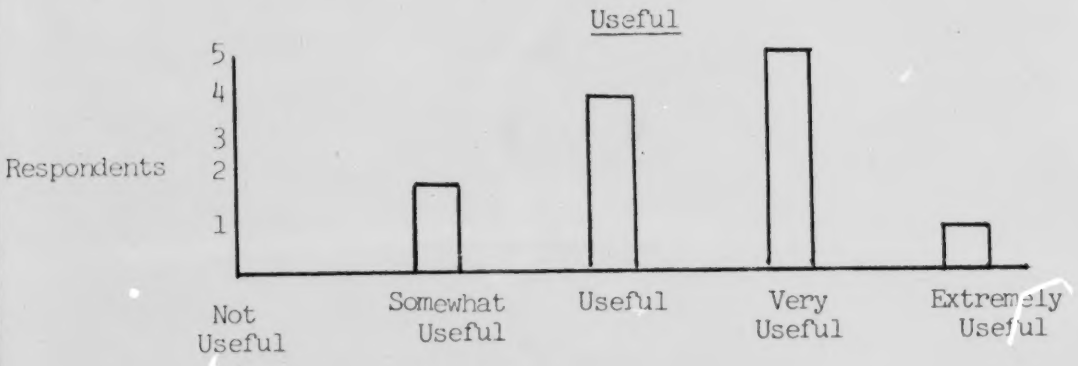
In terms of specific statements made by the subjects about what they had liked about the courses, both tended to be seen as "interesting" and as having "new material." However, a greater number of statements (four) were made which indicated that the Guided Group Interaction course was liked for its relevence to teacher and staff needs at Morse school.

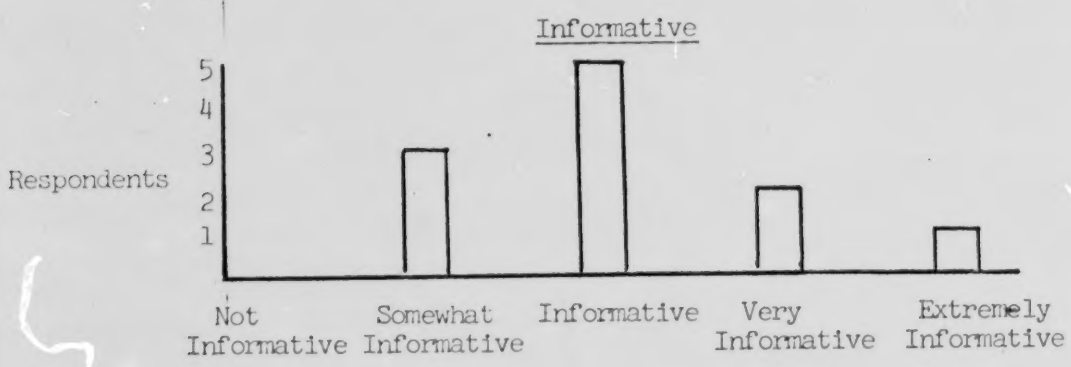
There were few dislikes given for either course. For both, the most frequent statements implied that the courses were too short in duration and neither provided enough actual experience in applying the course learnings.

Table 1

INSERVICE EDUCATION

The following bar graphs show respondents' evaluations of the Open Classroom course. They were asked, using the adjectives shown, to rate the Open Classroom course in terms of its usefulness, etc. for their jobs at the Morse school.





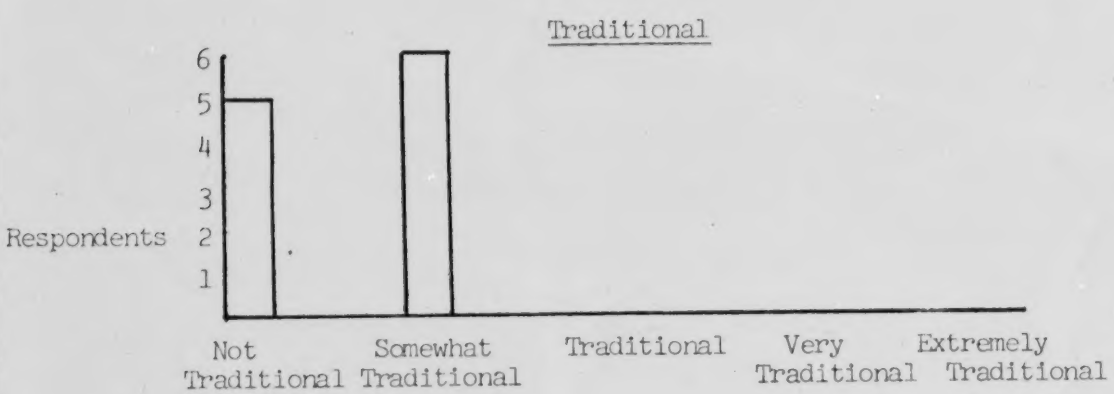
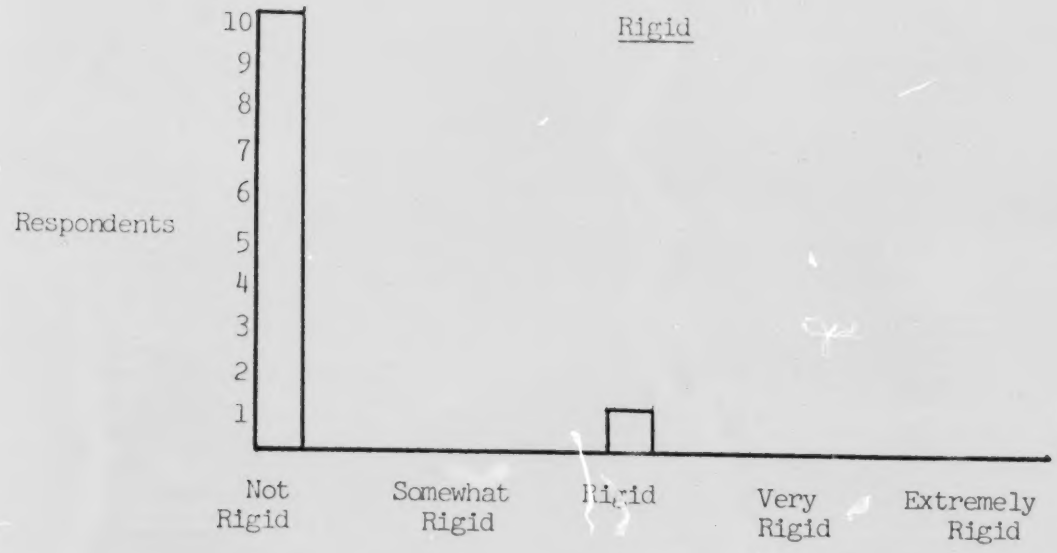
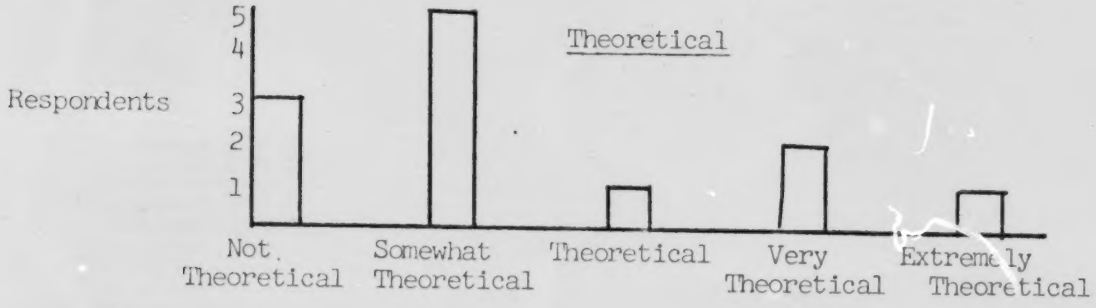


Table 1a

Evaluation of Open Classroom Course cont'd





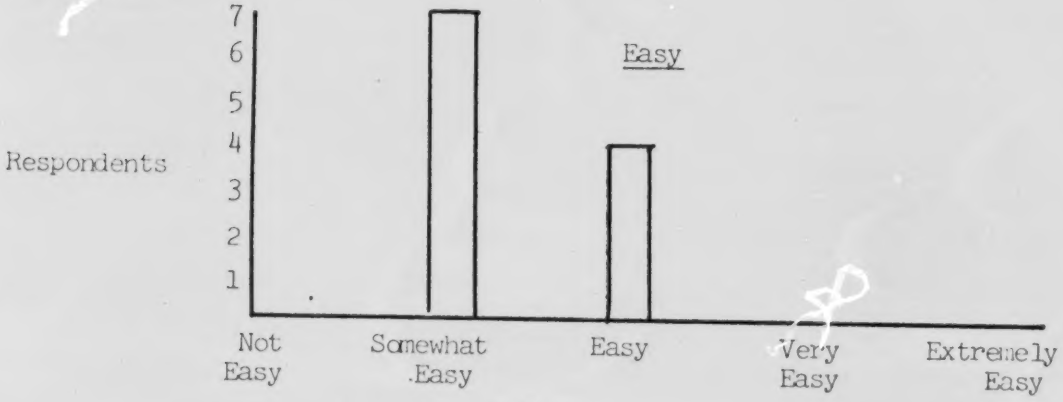
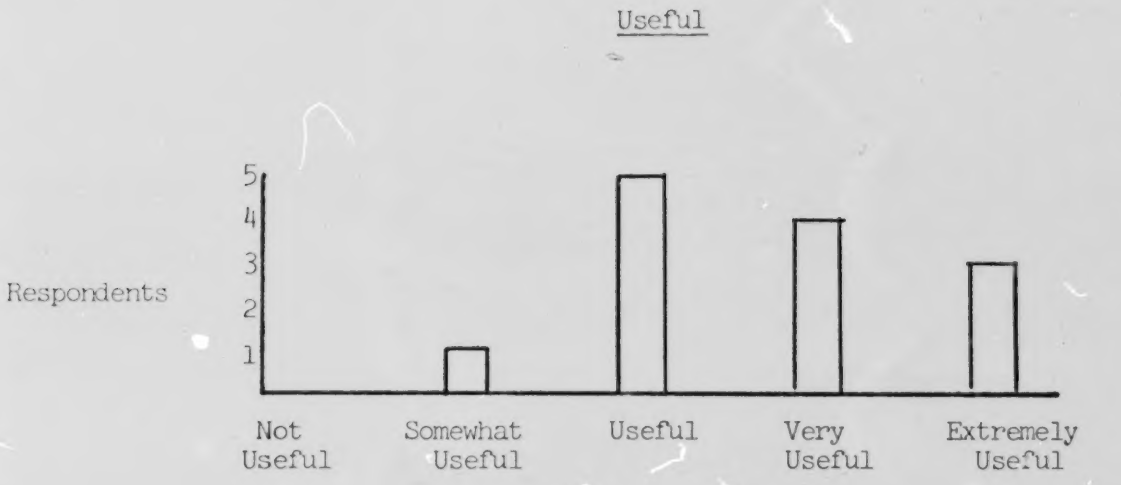
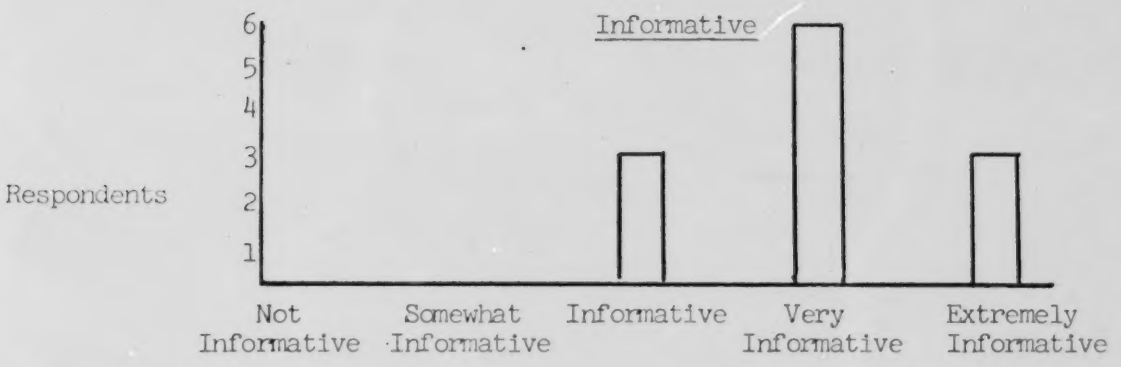


Table 2

Evaluation of Guided Group Interaction Course.





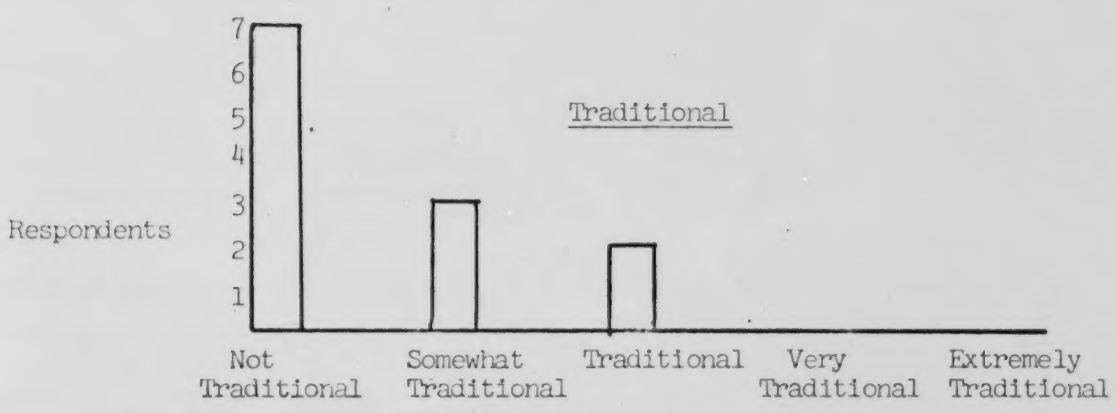
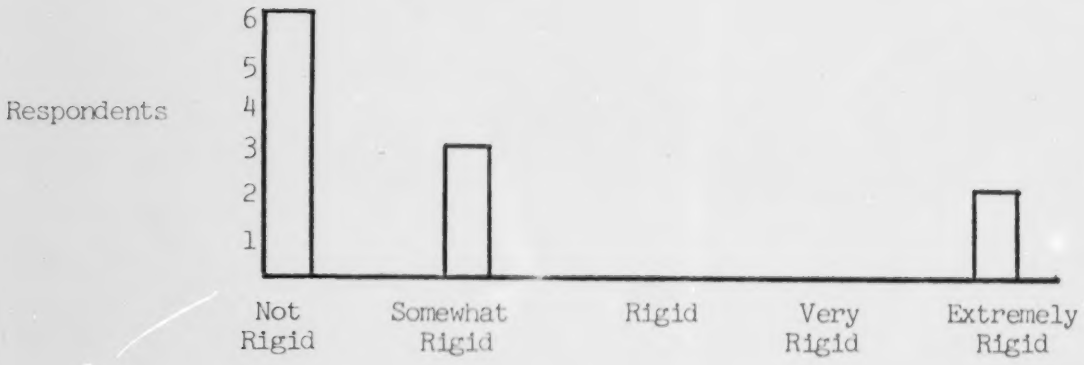
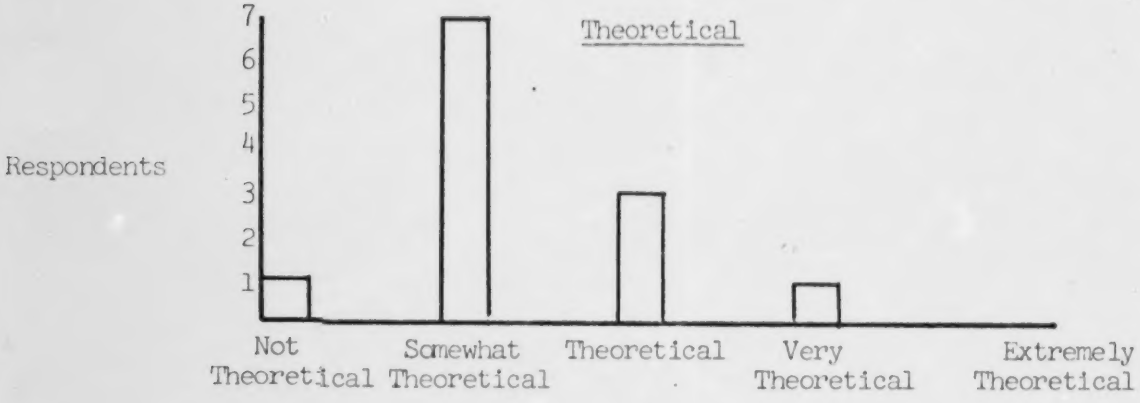


Table 2a

Evaluation of Guided Group Interaction Course cont'd

Rigid





Further Training

The questionaire also asked the Morse personnel to indicate areas of further training they would like in support of their work in the project. Eight of the people made statements which can be interpreted as a desire for training in the areas of counseling and psychological management of the emotionally disturbed. Three of these people made specific requests for training in group counseling/psychotherapy and two others asked for training in psychological diagnosis.

Staff-Student Relations

One section in the inventory was designed to determine who the staff thought most appropriate for responding to selected student problems. As Table 3 shows, most people saw the student's favorite teacher as the most helpful resource to them in dealing with the listed problems. However, the school counselor and the student's parents were also seen as resources. In fact, in all the selected areas the favorite teacher or counselor was either the first or second choice as a resource for a problem.

In turn, another question asked about the frequency of contact each person had with various people or groups. A majority of those answering reported less than a once-a-week contact with parents as a group. This seems interesting in view of the response in the previous question indicating that with some problems parents were viewed as a good potential resource.

The most frequent contact (every day) by a majority of the school personnel was with the principal and the reading specialist. The frequency of contact with the school counselor is unclear; reported as either none or every day by several people. In fact, the counselor had been on sick leave for several weeks at the time of the survey, and his absence probably influenced the responses to this portion of the question.

Work Effectiveness

Most people, as reflected in Table 4, rated themselves as very or extremely effective in their work at Morse. Nine people considered themselves very or extremely well prepared for their work and a majority also saw themselves as very or extremely consistent and motivated.

Table 3

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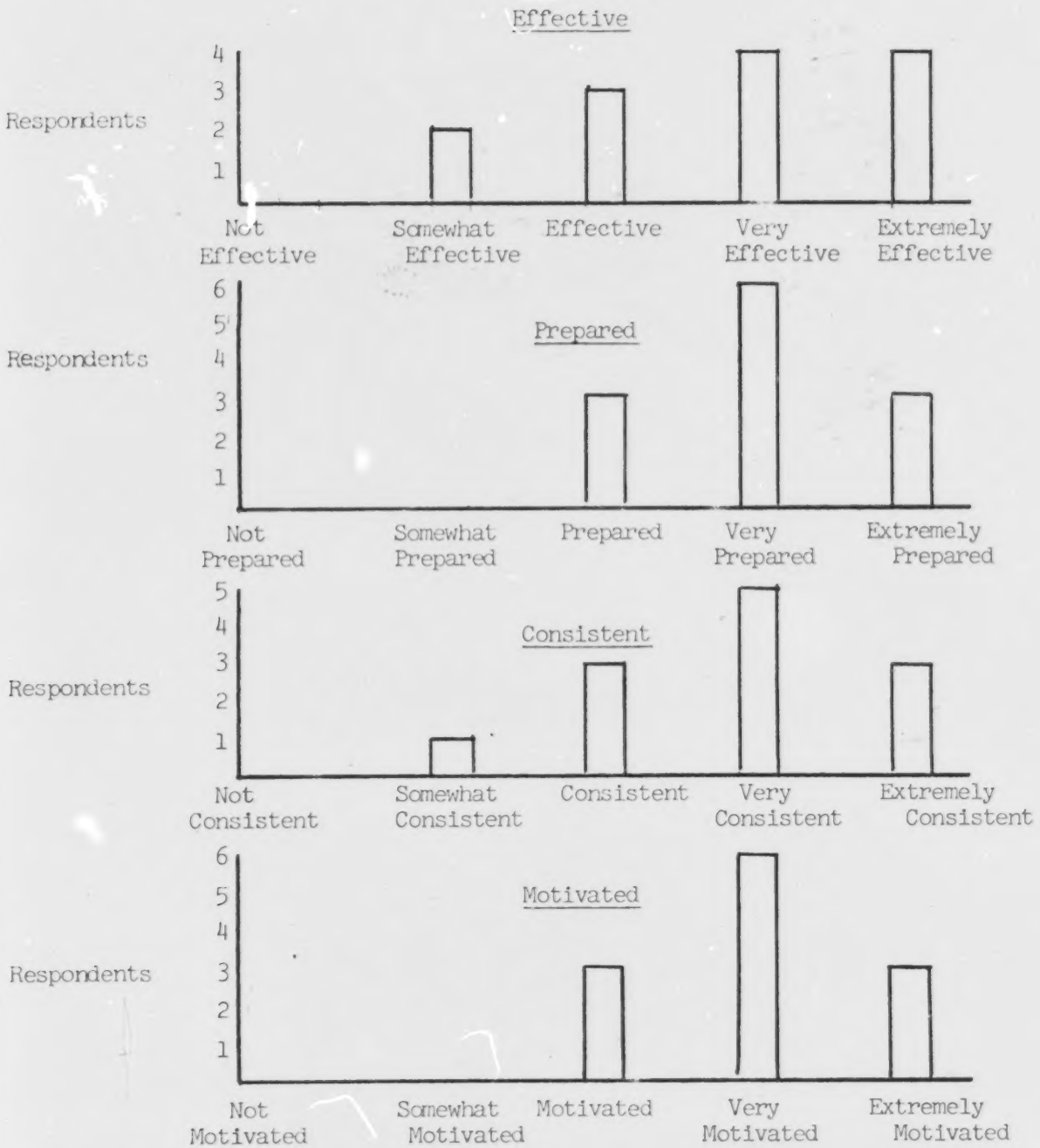
Students/Staff

If you were having the following kinds of problems with a student, who would be most helpful to you. Please rank resources in order of helpfulness from 1 (most helpful) on to 6 (least helpful).
1 - Most Helpful 2- Very Helpful 3- Helpful 4-Somewhat Helpful
5 - A Little Helpful 6 - Least Helpful

PROBLEMS / RESOURCES	Reading Specialist	Principal	Student's Favorite Teacher	Counselor	Parents	Other
a. Student not attending class	5	2	1	3	2	4
b. Student making poor grades	2	6	1	3	4	5
c. Student disrupting class	6	4	1	3	2	5
d. Student sleeping in class	5	4	2	3	1	4
e. Student having problems getting along with his family	5	4	3	2	1	4
f. Student wanting job information	6	4	3	1	5	2
g. Student disliking particular staff member	6	3	1	2	5	4
h. Student not getting along with other students	6	3	2	1	4	5

Table 4

The following bar graphs show staff perceptions of their own role effectiveness. They were asked to use the four adjectives to evaluate themselves in terms of their jobs at the Morse school.



When asked to list two things most liked about their work, most subjects stated that they liked the work either because it involved student contact or because the work "helped" people. In contrast, they seemed to dislike working for an organization (the school system) they viewed as structured and complex with a great deal of "red tape."

In reviewing the responses to the question asking what people viewed as the three most difficult problems they faced (question 9), the most frequent (3) reports reflected a concern over what was judged by the subjects as the poor physical facilities of the school itself. However, two statements also indicated a concern with the procedure of student placement at Morse school. One person felt students were placed there inappropriately and another that students came to Morse at irregular times throughout the school year. It is worth noting that four people indicated no problems.

The concern with physical facilities was also reflected in what the subjects saw as the greatest weakness (question 10) of the program. Six people made references to the poor physical plant or lack of school or building equipment, medical services and physical education and recreation areas as one of the three greatest weaknesses. Two people also each reported that the lack of program permanency or the delay in obtaining teaching supplies were also weaknesses.

Project Activities

As question 12 shows, the Morse school personnel were asked to use several adjectives to evaluate each of the project's three major areas of service: field visits, counseling/therapy, and academics. Moreover, they were asked to rate these areas in terms of their value for students, the staff generally, and themselves specifically.

In all, as Table 5 shows, the areas were rated quite positively by most respondents. All three service areas were seen as useful, educational, interesting and enriching with only one or two indications of frustrating, rigid or restricting activities. Moreover, the responses were consistent regardless of whether the referrant was students, the staff, or the person completing the questionaire.

It is interesting, however, that all areas were rated as fun for the person completing the inventory, but

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Table 5.

Use the adjectives listed below to rate each of the following activities in terms of their value for students, staff and yourself. Use as many terms as you think appropriate

	Useful	Educational	Fun	Restricting	Interesting	Rigid	Frustrating	Enriching
I. FOR STUDENTS:								
(a) Field Visits	8	11	8		9		1	10
(b) Counseling/Therapy	12	9			5		1	7
(c) Academic Programs	10	12	6		8		1	9
(d) Other (Inservice/special programs)	3	3	3	1	4		1	2
II. FOR STAFF: (Other than yourself)								
(a) Field Visits	10	8	9	1	9		2	8
(b) Counseling/Therapy	9	8	2		7			5
(c) Academic Programs	9	10	5		6			10
(d) Other	3	3	2		3		1	3
III. FOR YOURSELF:								
(a) Field Visits	12	8	7		6	1	1	10
(b) Counseling/Therapy	9	7	5		7			8
(c) Academic Programs	11	11	8		9		1	8
(d) Other	4	4	3		3		1	2

counseling/therapy and academics were not judged as fun for either the students or the other school personnel. One interpretation, of course, is that while the majority of the people feel the school activities to be fun, they are not aware that most others also feel the same. We might also interpret these results as showing some projection operating. This type of format permits a comparison of the attitudes attributed to others with the attitudes "which I attribute to myself." Each person will project his undesired qualities or attitudes onto "Students" or "Other Staff" while attributing his better qualities to himself. Under this generally psychoanalytic interpretation, the greater the degree of difference between "General Other" and self, the greater the degree of projection operating. It may well be that the Morse school personnel share a common liking for the various program activities but are not stating their feelings honestly to each other. Rather, one suspects, there is a commonly shared "bitching" about such things as the physical facilities with no one willing to state his true feelings openly about the academic and counseling/therapy activities for fear of standing alone and being branded as a straggler on the "outer fringe." In short, each feels that he or she is the rare Morse employee who likes the academic and counseling/therapy activities.

There may also be another interpretation of the data: there may be some guilty hostile rejection of the Morse students and this rejection may be projected into "Other Staff" and "Students." In this context, each individual makes some critical comments about the school, then excuses his own criticisms as being well-intentiond and factual in nature. When he or she hears someone else make such comments, however, he or she fails to make the same allowance and takes the comment at face value as a blanket statement of his co-worker's dislike.

B. <u>How I See Myself - Secondary Level</u> (Student self-concept scale)

This self-rating scale for students was developed by Dr. Ira J. Gordon, Director, Institute for Development of Human Resources, College of Education at the University of Florida at Gainesville. The factor structure of the scale was

derived from data collected on approximately 9,000 school children in a north central Florida public school system between grades three through twelve with a good cross-section of race, sex, academic performance and socio-economic representation (more specific data is available if desired).

The factors appropriate to the type pupil taking the scale at the Morse school are those applicable to grades 7-9. Factor structure common to both sexes at these grade levels are:

1. Teacher - School
2. Physical Appearance
3. Interpersonal Adequacy
4. Anatomy
5. Physical Adequacy

An additional structure, a Peer factor, is appropriate for boys only while an additional three factors, Academic Adequacy, Emotions, and Body Build apply to girls only at grades 7-9.

Factor structures simply mean that on a large population of students respondents seem to be responding to clusters of items with a high degree of correlation and which, upon close inspection, seem to relate to a single area (factor).

On a rating scale of weighted items 1 to 5 from least positive to most positive, pupils can be scored on the appropriate factors determined for the population from which they were drawn. Though the test contains 42 items, a total score takes on little meaning and it is the different factor scores that are meaningful. For this reason, Table 6 compares the Morse school pupils with norms obtained from the Florida population.

Since such a small sample is involved, no statistical tests would be meaningful although close inspection of the data at least indicates whether or not Morse school students are above, at, or below the appropriate norm groups (i.e., black children, grades 7-9).

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Sample Males = 5
Females = 6
Grades (7-9)

TABLE 6

Comparison of Morse Crisis Intervention Center Pupils with Normal Pop'n Means and Standard Deviations on How I See Myself Scale for Appropriate Factors

FACTOR	MALES				FEMALES			
	MCIC		Norms		MCIC		Norms	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Teacher School	20.20	3.60	21.80	4.52	22.17	4.24	22.68	4.38
Physical Appearance	27.20	4.79	29.36	6.54	28.83	3.10	28.72	7.12
Interpersonal Adequacy	57.60	14.36	59.63	14.23	61.33	4.61	60.74	14.38
Autonomy	24.40	7.93	28.54	5.91	29.00	7.09	27.76	5.82
Academic Adequacy	-----	----	-----	----	22.33	1.64	19.02	4.94
Physical Adequacy	15.60	3.38	14.10	3.14	14.33	2.37	14.28	3.39
Emotions	----	----	-----	----	9.33	2.81	13.16	3.93
Body Build	----	----	-----	----	16.33	1.91	12.69	3.12
Peer	22.60	4.17	19.14	4.71	-----	----	-----	----

Boys As can be seen by Table 6, the boys are below norms in the Teacher-School, Physical Appearance, Interpersonal Adequacy, and Autonomy factors, and above norms in the areas of Physical Adequacy and Peer Relationships.

Girls The girls, on the other hand, are very close or at the norms for the factors of Teacher-School, Physical Appearance, and Physical Adequacy; above the norms for Interpersonal Adequacy, Autonomy, Academic Adequacy and Body-Build, and below the norms on only one factor; the Emotion factor.

In general, there seems to be an indication of low self-concept for the males in this group while the girls seem to feel good about themselves in all areas except emotions.

C. Parent Interview Data

In order to assess the degree of parent understanding of and involvement in the Morse Crisis Intervention Center, six parents were interviewed by telephone and in a uniform way asked both about their involvement with the project and also their understanding of its purpose. A copy of the actual interview format can be found in Appendix C.

In essence, the project director was asked to furnish a list of the names and addresses of twenty parents randomly selected from the total group of parents with children attending Morse school. The director actually provided a list of twenty-two such parents.

During daytime hours of the last week in May, 1974, parents we were contacted by telephone. The data herein actually includes the first six parents who answered the telephone. All of those six were female with five being mothers of the students at Morse school and one being a grandmother of the student.

Two of those contacted stated that their children first started at Morse in September, 1973 and, consequently, had been there almost one full academic year. Three others said their children had been there about four months each and one, the last parent, said her child had been there "only a few weeks."

As part of the interview, each parent was asked to indicate why their child was actually referred to Morse. In answering, of course, each parent gave more than one reason for the referral. In summary, though, four parents said that fighting was the major reason for the referral. In fact, three of those four said that a primary factor in the transfer was that their children frequently "fought with" or "couldn't get along with" school staff. Three parents also stated that poor academic performance was an important reason for the transfer.

In contrast to this apparent similarity of percipitating causes for student transfer given by those contacted, when asked to state the purpose of Morse school, the answers were quite diverse. Two people indicated that the purpose of the school was to eliminate behavior problems so that their child would be "adjusted" and another said it was for "diagnosis" of problems. However, another parent asserted that the school was for retarded children and the last two simply said it was a "different kind" (smaller, more teachers) of school, but were not clear about any operational differences. Overall, those contacted could give little specific information on either the rationale for the schools' operation or its actual activities.

This seeming lack of understanding is particularly interesting in light of the fact that five of the six indicated that they had some telephone contact or had actually visited the school. Only one person said she had never been to the school, telephoned there, or been contacted by the school either in person or by telephone.

Five of those interviewed said that they had visited the school at least once. One person had visited "two or three" times. Moreover, three people stated that they had telephoned the "principal" when they wanted information or had problems with their children. However, only two parents said that school personnel had contacted them by telephone.

When questioned about changes they had seen in their children since attending Morse School, none said there had been any difficulties to arise which they attributed to attending the school. Actually, all those interviewed reported that there had been positive changes in their children. Half of those questioned (3 parents) simply said their children "liked" the school. When asked to elaborate, they stated that because the children liked the school their attendance was better, they worked more, and got along better with the teachers and other students. One other parent said that contact with male teachers was valuable for her son, another that her child makes better grades at Morse than before, and the last that her child's attendance is more regular than in previous schools. Thus, there appeared to be some similarity of outcomes seen by parents as a result of their children attending the Morse school.

D. Student Interview Data

In order to obtain an overview of the student's perspectives of the Morse school as well as the Title III project, a sample of six students was randomly selected by the project social worker and interviewed individually as to their perceptions of and activities in Morse school. More specifically, the purpose of the interview was to ascertain information about the student's participation in the three major service areas of the Morse school: i.e., academics, counseling/therapy, and enrichment activities (field visits). The interview itself was conducted in a structured, uniform way with each student. A copy of the interview form is located in Appendix D.

Results

Subjects

Of the six people interviewed, four were female and two were male. Four of the subjects were fifteen

years of age (1 male; 3 females) and two were sixteen (1 male; 1 female). One person identified himself as being in grade ten, one other as in grade seven, and the remaining four as in grade nine.

Three of those interviewed said they had been a student at Morse school since September 1973, and thus, were completing their first year at Morse. The other three said they were completing their second year. Only one student, a male, indicated that he was employed. This person worked part-time delivering newspapers.

Academics

The first major section of the interview concerned the student's participation in and reactions to the overall academic component of the Morse project.

All six of those interviewed stated that they came to school every day or almost every day during the week. However, the stated arrival and departure times of the students were quite varied. For example, one person said he arrived as early as 8:00 A.M., but most (3 students) said they came to school between 9:30 and 10:00 A.M. Moreover, all but one student said they left school about 2:00 or 2:30 P.M. because they did not like the last class. Since school actually begins at 9:00 A.M. and ends at 3:00 P.M., according to a statement of program operations, such practices are clearly inconsistent with desirable student behaviors.

Generally, each student was able to identify and describe his daily activities within the school. When asked to describe how they spent most of their time in each class, however, few students differentiated one class from another. There did seem to be a tendency though, to describe mathematics more than other classes as providing a high rate of verbal interaction among the students or between the students and the teacher.

When asked what subjects they liked most and least, five students identified mathematics as the subject most liked. No subject was given by more than one person as the least liked subject. In fact, three people said "none" when asked which subject they liked least.

When asked what they did each day that they liked best,

one student indicated that he liked individualized instruction, another the playground activities, a third liked being with "friendly" teachers and two more said they liked being with their friends.

Nothing stood out as being disliked. However, when asked what they would change about the school, two people said that classes of males and females would be good. Both felt such mixing would eliminate class disruptions and would be more like "other schools."

Counseling/Therapy

To get some perspective on the students' use of the counseling available to them, they were asked to identify as resources people they would use in helping with particular problems.

Four of the six students stated that they had a favorite teacher. However, none of the students identified this teacher as a resource for any problem. Three of the six said, in general, they would go to the principal regardless of the nature of the problem. Two of the remaining three said they preferred to contact no one and the last person saw his own family as a resource.

The perspective that few school personnel were seen as a problem resource seems reinforced when it is realized that (Question 20) while all the students questioned could name the principal, only one actually named the reading specialist and two named the project social worker.

It is worth noting that on precise questioning, one person said he would use the family and Child Services office of the D.C. Department of Human Resources as a resource for "family problems" and two other people said they would see the psychiatrist available in the school. One person said his probation officer would be of help if he were not happy at Morse school.

Enrichment Activities

Generally, the reactions to field visits were quite positive. All six of those interviewed had gone on the most recent trip and liked it. In fact, all those interviewed said they had gone on the majority of scheduled trips and most (4 students) could name and describe quite specifically a number of places visited.

In differentiating those visits liked from those not liked, the activities involving physical action (play grounds, parks) seemed to be preferred to those involving observation (exhibits, museums).

E. Project Awareness Questionaire

This questionaire was sent out for the evaluators by the Office of Planning, Research and Evaluation to approximately 50 principals of senior, junior and vocational high schools to determine the awareness of those schools in the system that might be using the Morse school to what it is doing. 31 answers were received.

Awareness of Morse school

In response to the first question asking whether or not the respondent had heard of Morse, 22 answered yes and 9 answered that they had not.

Yes - 22	No - 9
4 - Senior High	6 - Senior High
16 - Junior High	
2 - Vocational	3 - Vocational

Use of Morse school

The respondents were asked whether they had ever referred students to Morse. 15 answered that they had, and 14 that they had not. The 15 positive responses were all of the Junior High Schools in the sample, indicating that from one to 12 students had been referred to Morse during the current school year. These schools indicated that they had referred a total of 61 students to Morse (with one respondent answering that they had referred students, but not indicating the number).

In response to the query about receiving students from Morse, seven indicated that they had, and 23 indicated that they had not. Of the seven positive responses, one Senior High School indicated that they had received one student, and six Junior High Schools indicated that they had received a total of eight students.

Student Adjustment to Regular Schools

Of the seven schools indicating that they had received students from Morse, when asked whether there had been any adjustment problems, six answered that the students either had not adjusted or had not been in school long

enough for the school to determine adjustment. One school responded that the student gave no trouble, but "needs encouragement to continue." Truancy was cited as the primary problem.

On-site Visitation to Morse

The respondents were asked to indicate whether or not they had ever visited Morse and seven indicated that they had: one Senior High School, five Junior High Schools and one Vocational School. Of the twenty-three responding that they had not visited Morse, nine were Senior High Schools, eleven were Junior High Schools and three were vocational schools. It is interesting to note that all of the Junior High Schools indicating that they had not visited Morse had referred students to the school, one as many as 12 students.

Knowledge of Purpose of Morse school

When asked to state the purpose of the school, eleven respondents indicated that they did not know. Of this eleven, eight were Senior High Schools and three were vocational schools. The following answers were given:

Responses	Frequency of Response
To improve student's learning skills	1
Behavior Modification - to channel students back to regular schools	6
An alternative program when school-based special education programs are inadequate	3
To temporarily help students with extensive discipline and/or learning difficulties	7
To assist in student's social adjustment	2

E. On-Site Visitations

The following results are presented in terms of the on-site visitation data collection schedule presented earlier in this report.

Evaluation Data	Results
1.2 Activities to date	a) All staff training courses have been completed expcept for methods and materials for teaching the non-motivated learner which is planned for next year. b) No wood work shop is in operation although room and some materials are available - there is no teacher. c) Special projects day (Wed.) is in operation, but no volunteer and small parent participation. In turn, no seminars for volunteers. Few parent activities except for field trips or special programs. No guided groups for parents. The staff uses Wednesdays for student evaluation and staff development programs. d) There were/are no standardized tests available for evaluating the social/personal changes of students.
1.3 Center's Organizational Structure	The Project Director is the acting assistant principal of Morse school. She supervises all personnel. No assistant to her or project coordinators. Within the school, and under her direct supervision, is a school social worker, counselor, and eight teachers. The teachers supervise 5 teacher aides. There is also a reading specialist, a speech therapist that the assistant principal supervises - they are part-time at the school. The program also provides for a guided group trainer and a psychiatric social worker to help provide staff training - also supervised by the Project Director. Additionally, a non-project

psychologist and a psychiatrist from community facilities do staff training and psychotherapy with students and their families.

The Project Director is under the supervision of Supervising Director of Special Programs, Department of Special Education, D.C. School System.

2.1 Staff Selection

The Project Director began her work at Morse school in January, 1974, and with the exception of the consultants and teacher aides, all staff were there when she arrived. She evaluated the aides and consultants by interview, but was unsure of the criteria for selection: for professionals, their standard qualification; for aides, recommendation of coordinator of teacher aides, Dept. of Special Education, did not know guidelines of coordinator.

2.2 Student Selection

Students are assigned to school. Junior high students ages 13-19, not severely retarded and able to return to regular school. History of serious emotional and behavior problems in regular school. Director asserts that problems should not be so severe that child could not return to regular school in two semesters. Students are actually assigned by the Department of Special Education.

2.3 Student Scheduling

Seven or eight students in classroom is a desirable number. At the time of the evaluation, the school had a total of 53 students on its roles with an average daily attendance of between 30-35.

For initial placement, the school has student's file sent from the Dept. of Special Education Placement Service. At the school, math and reading testing is also initially done to determine grade level of functioning.

There are six sections or classes in

	the school and age and sex seem to be important criteria in assignment. The older students are placed together and males and females are separated.
2.4 Student Counseling	Counseling and psychotherapy are done by school social worker, a physical education teacher (in the absence of the counselor who is on sick leave) and the project and community consultants. Major problems seem parent-child related, lack of attendance or behavior problems. Also, some students are on probation, or are Court-involved or have medical problems.
2.10 Student Movement Into Regular Schools	A total of eight students were moved into regular schools to date in the 1973-74 school year. There have been some efforts made at Morse to try to move a student into a different school than the one he came from to avoid pressure and stereotyping. The schools do not have to accept the students. Contact with the regular school is made with the school principal by the Project Director directly. Transfer takes place two times a year at the end of each semester, and is based upon grade changes on testing and teacher ratings and student self-ratings.
2.11 Student Follow-up	The school attempts a one year follow-up, usually through periodic contact with the new school or the student's home. Few students return to Morse - 2 since September, 1972.
2.7 Parent Involvement	Contact is by telephone or letter mostly. There are some home visits by the social worker or a consulting social worker. The school solicits participation in activities, but there is usually only a regular attendance of 10 or 12. Many parents work.

2.8 Volunteer Involvement	There are no community volunteers other than the parents of a few students. Two undergraduate students from the Department of Sociology, The George Washington University, did work a semester each in the school as part of their education this year.
2.12 Center-School System Interaction	Contact with the Department of Special Education is mostly by telephone and usually initiated by the Department. The Project Director sees such contact as primarily to report or seek information. There are monthly meetings with the Department of Special Education. Additionally, contact with other school principals is direct, usually about student placement, and occasionally by telephone.
2.13 Project Management	No information available
3.1 Student Cognitive Growth	Three school-related standardized tests are given: the California Achievement Test-Math, the Botel Word Opposite Test and the Kattenmeyer Spelling Test. Re-testing has been done on the Botel and Kattenmeyer tests although on all three instruments between 25 and 50 students have been initially tested upon entry into the school. For the Botel - 49 initially tested and 15 re-tested. Ten re-tested increased by at least one grade, 4 by more than one grade level. For the Kattenmeyer - 47 initially tested and 14 re-tested. Nine of those re-tested increased by at least one grade, 5 more by more than one grade level. In addition, the school system also administers the Prescriptive Reading and Mathematics tests on a city-wide basis once an academic year. However, while these tests were given at Morse school and

results are available, the lowest grade level administered was grade 7 which was apparently above the functional level of the students at Morse. Less than 5% of those tested scored above grade 6 on the school-selected instruments and, consistant with those results, the students universally and uniformly failed to obtain passing scores on either the Prescriptive Reading or Mathematics Inventories.

3.2 Staff Development

All passed both courses taken to date -- at least those who were on the staff and available when the courses were given.

III. ANALYSIS OF RESULTS

A. Limitations of the Study

There appear to be two limitations to the study procedures which would tend to compromise the validity of the data collected. First, the study itself began at a date much later than was expected when the evaluation design was originally developed. Thus, in general, data were collected in a smaller time space than was initially expected. In turn, this lack of time made observation and interview procedures somewhat less in-depth than was hoped would be the case.

One specific loss due to the temporal limitation upon data collection was that actual classroom observation did not take place. It was initially expected that such observation would provide data on both student classroom behavior and also student-teacher interaction. Unfortunately, as stated, this information is not available.

The second limitation to the study is that statistical analysis of the data was not attempted. Overall, both the small number of school personnel, students and parents involved and also the fact that the major portion of the data was in the form of idiosyncratic self-report material rendered significance testing of the results impractical.

Given the constraints of the two limitations, however, an analysis and synthesis of the data does seem possible

which will reflect with some accuracy the status of the Title III project.

B. Summary of Major Findings

An analysis seems most comprehensible and meaningful when viewed in the framework of the major objectives of the Title III project itself. In general, the project provided three major services to Morse school: therapeutic services, enrichment activities and a new metnod of instruction (individualized /open classroom). In support of these major services the project also supplied training and consulting opportunities for the school personnel.

One factor clearly evident from the data is that most people actually involved with or influenced by the Title III project were actually unclear about the project's objectives and indeed even about Morse school goals except in the most general way. When material from the school personnel questionaires were evaluated, for example, it appeared that all but a few had no more than a general, vague idea of the project's goals.

This is not to say that the school personnel do not have positive views about the project. In fact, to the contrary, what they do understand of the project's service areas, they see as being both educational and enriching, not only for the students but for themselves as well.

This lack of clarity and specificity with regard to the purpose of the school also seemed evident from the data collected from the parents of students attending the school. It seems fair to conclude that all those contacted were generally familiar with Morse school and that they saw positive outcomes in their children being in the school. However, while they had a positive view of the school they were obviously vague about its purpose and operation. In fact, some parents clearly had an incorrect view of the school's purpose, and no idea at all of the Title III project.

Again, the results from the questionaires received from the principals of other District of Columbia schools indicated a lack of specific understanding of the purpose of Morse school. Five of the seven junior high school principals who had received former Morse students accurately reported the school's goals, but even then only in simple

statements asserting that the school promoted the "social adjustment" of students not able to function in regular schools.

When the three major aspects of the Title III project are evaluated in the context of the data available, other specific factors can also be gleaned. In terms of the academic aspects of the project (the attempts at individualizing instruction and using open classroom techniques), it became clear that pre and post test data on cognitive change of students is very limited. There are few tests being used, only some of those selected specifically for use at Morse, and very little post test information is currently available.

In terms of the enrichment activities, such as field trips, both teachers and students feel this is a very positive element of the project. However, throughout the data collection process it remained unclear just how these activities related to promoting positive student school involvement. While such activities did seem to relieve tensions of the students, it was not established how they provided for career development and/or creative stimulation as asserted in the project proposal.

Counseling and psychotherapy services do seem to be available but some ambiguity does exist with respect to their use. For example, even though the school staff saw a student's favorite teacher as a potential counseling resource, and while a "favorite teacher" was identified by a majority of students interviewed, that teacher was not seen by the students as a resource for helping with problems that the students had. In fact, except for the assistant principal (the Project Director), no project person was seen as a resource for any problem area. Moreover, it appears that community servides external to the school or professionals within the school, but not sponsored by the Title III project, such as psychiatrists, are seen as more useful in some areas than school personnel. This seems even more obvious when such people as the reading teacher and school counselor could not be identified by most of the students questioned.

The effects of the project, perhaps specifically the therapeutic element, could be more specifically assessed if personality scales were used to evaluate change in students over time. The project proposal, of course, provided for such testing, but as yet it has not taken place. Since student behavioral and personality change is a major purpose of both the school and the Title III project, the lack of such

testing is obviously a limitation. The need for therapeutic services and their assessment is further reinforced by the sample of self-concept reports collected for this evaluation which tend to show the students, most of which are male, are below norms in several of the areas tested.

In general then, each of the three major goals of the project had some obvious disfunctional aspects. Additionally, other elements of the project also deserve comments based upon evidence from the data. For example, it was evident that the school personnel, including the project director, had only a vague idea about the criteria used by the Department of Special Education for selecting students to be placed at Morse school. This might have been related to the lack of understanding of the project goals on the part of some school personnel.

It does seem fair to say that the staff thought they could benefit from further training. They seemed particularly desirous of further study in group counseling and the psychological management of the emotionally handicapped. Further, with respect to overall school operations, there appeared to be a tendency for students to attend at irregular hours, to "come-and-go as they please" if you will. Obviously this could be disruptive to all students and, for those with poor attendance, be used as a way of avoiding learning. The staff appeared to be making every attempt to keep the students from feeling the kinds of "pressures" that exist in regular schools, but in so doing may be making it even more difficult for the students to return to regular school.

C. Recommendations

Based upon the data, the following recommendations seem warranted:

(1) Efforts should be made to clearly educate school personnel as to the purpose of Morse school and specifically the goals and objectives of the Title III project and their roles and functions in it. Perhaps this could best be done as a part of staff meetings, in project sponsored training or in small group meetings.

(2) Efforts should be made to insure that all parents of prospective students are clear about the school's

purpose. Consistant with the project proposal, parent discussion and guided interaction groups should be used to explain the purpose of the project to parents, enlist their support in assisting students, and also obtain feedback about what changes parents both desire and see in their children.

(3) In general, efforts should be made to establish a stronger involvement of parents in the school program. The school should consider initiating more contact with the parents either through home visit or by telephone. Obviously, attempts at telephone contact will have the same limitations as this evaluation did in attempting to call parents. For example, some will not have telephones or be home during the day. Evening calls and letters should help, however in efforts to contact people. In general, such contact might show parents how they might at home reinforce the school's efforts in modifying student behavior. It is unrealistic to assume that the school can create major behavioral changes in students without total involvement and support of parents.

(4) Efforts should be made to communicate a clear idea of the school's purpose to principals of other D.C. schools, especially the junior high schools from which most students referred to Morse come and to which most are returned. Such information could be given through visits to the schools by Morse staff or by requesting that these principals visit Morse.

(5) More systematic efforts should be put into periodic personality and behavioral evaluations of the students at Morse school. Unless concrete data is gathered regarding where students <u>are</u>, staff cannot set specific objectives for each student relating to where they <u>should be</u>. Without baseline data on each student, behavioral change efforts will continue to be "shotgun" attempts and not efforts which are directed to very specific and concrete student needs. Perhaps psychological consultants could be used to select and administer scales appropriate to the student group at Morse school.

(6) Enrichment activities should be used as major learning experiences for the students with time and class

activity devoted to identifying what students learn through these activities and the degree to which such learning can be applied to other activities and settings: specifically positive school functioning. In this respect, very specific behavioral and performance objectives might be set for each enrichment activity -- objectives which relate directly to the diagnosed learning and behavior change needs of the students who will be involved. Enrichment activities appear to be set up with no consideration given to specific outcomes of the activities in terms of student learning and/or behavioral changes.

(7) Every attempt should be made to promote regular school attendance of all students. As stated earlier in this report, staff efforts to alleviate what they perceive as student "pressures" may be denying the students badly needed structure and discipline. Parents should be involved directly in reinforcing school attendance efforts. In any case, school personnel should not ignore poor attendance which can be construed as implying acceptance of this poor attendance and is certainly not helping students.

(8) Staff Training activities should continue, especially in areas such as group counseling and the psychology of behavior problems which the staff has requested. Consistent with their desires, such courses should be oriented toward specific application to the needs of Morse school students.

In summary, it appears at this time that the Morse school is really only a holding operation for the D.C. schools, taking students when there is simply no where else for them to go. It is not possible to tell in this evaluation study whether or not any real behavior changes are taking place when students attend Morse. It is obvious that, if the school system does intend for Morse to be a place where students with behavioral probelms can go and receive the kind of help that will enable them to move back eventually into regular schools, that a great deal more resources are needed: more and more specifically trained (for this student population) staff, more training for the existing staff, more adequate physical facilities, and more support staff (for student diagnosis, parent contact, therapy, etc.).

APPENDICES

A - Teacher - Staff Questionaire

B - "How I See Myself" Self-Concept Scale

C - Parent Interview Form

D - Student Interview Form

E - Project Awareness Questionaire

TEACHER - STAFF QUESTIONAIRE

Biographical Data

AGE:_____ SEX:_____

Job Title:_____

Length in present position:_____

Position prior to current job:_____

Previous job title:_____

Length of time employed in previous job:_____

Degrees held	University	Subject Areas	Date

Any additional study beyond last degree?_____

Subject area:_____ No. semester hours:_____

Dates of study:_____ Institutions:_____

1. Name following Morse personnel:

   (a) Principal_____

   (b) Counselor_____

   (c) Reading Specialist_____

2. What are the basic goals/objectives of the Morse Crisis Intervention Center Title III Project?

Inservice Education

3. Please provide the information requested for each of the following courses:

(a) The Open Classroom
Did you complete the course?_____What was your grade?_____

For my job at Morse, this course was:

	1	2	3	4	5
(1)	Not Useful	Somewhat Useful	Useful	Very Useful	Extremely Useful
(2)	Not Informative	Somewhat Informative	Informative	Very Informative	Extremely Informative
(3)	Not Traditional	Somewhat Traditional	Traditional	Very Traditional	Extremely Traditional
(4)	Not Rigid	Somewhat Rigid	Rigid	Very Rigid	Extremely Rigid
(5)	Not Theoretical	Somewhat Theoretical	Theoretical	Very Theoretical	Extremely Theoretical
(6)	Not Easy	Somewhat Easy	Easy	Very Easy	Extremely Easy

The things I disliked about this course were:_____

_____

Why:_____

The things I liked about the course were:_____

_____

Why:_____

(b) Guided Group Interaction

	1	2	3	4	5
(1)	Not Useful	Somewhat Useful	Useful	Very Useful	Extremely Useful
(2)	Not Informative	Somewhat Informative	Informative	Very Informative	Extremely Informative
(3)	Not Traditional	Somewhat Traditional	Traditional	Very Traditional	Extremely Traditional
(4)	Not Rigid	Somewhat Rigid	Rigid	Very Rigid	Extremely Rigid
(5)	Not Theoretical	Somewhat Theoretical	Theoretical	Very Theoretical	Extremely Theoretical
(6)	Not Easy	Somewhat Easy	Easy	Very Easy	Extremely Easy

The things I disliked about this course were:_____

_____

Why:_____

The things I liked about the course were:_____

_____

Why:_____

5. What is your contact with the following people:

PEOPLE / FREQUENCY OF CONTACT	None	Once a week	Twice a week	More than twice a week	Every Day	Less than once a week
a. Parents of students						
b. Reading Specialist						
c. Counselor						
d. Principal						
e. Community Volunteers						
f. Other						

Role Effectiveness

6. With respect to your job do you consider yourself:

	1	2	3	4	5
(a)	Not Effective	Somewhat Effective	Effective	Very Effective	Extremely Effective
(b)	Not Prepared	Somewhat Prepared	Prepared	Very Prepared	Extremely Prepared
(c)	Not Consistent	Somewhat Consistent	Consistent	Very Consistent	Extremely Consistent
(d)	Not Motivated	Somewhat Motivated	Motivated	Very Motivated	Extremely Motivated

7. List two things you like most about your job:_____

_____

_____

Why:_____

_____

8. List two things you dislike most about your job:_____

_____

_____

Why:_____

_____

9. What are the three most difficult problems you have faced this year?

_____

_____

_____

_____

_____

10. List the three greatest weaknesses you see in the program at this point

_____

_____

_____

11. If you could have training in any area as it relates to your work at Morse at this point, what area would you choose?

_____

Name: _____ Grade: _____ Sex: _____ Age: _____

School: _____ Secondary Form

HOW I SEE MYSELF

Developed by Ira J. Gordon, Director, Institute for Development of Human Resources, College of Education, University of Florida, Gainesville, Florida 32601.

1.	I rarely get real mad	1	2	3	4	5	I get mad easily
2.	I have trouble staying with one job until I finish	1	2	3	4	5	I stick with a job until I finish
3.	I am a good artist	1	2	3	4	5	I am a poor artist
4.	I don't like to work on committees	1	2	3	4	5	I enjoy working on committees
5.	I wish I were taller or shorter	1	2	3	4	5	I am just the right height
6.	I worry a lot	1	2	3	4	5	I seldom worry
7.	I wish I could do something with my hair	1	2	3	4	5	My hair is nice-looking
8.	Teachers like me	1	2	3	4	5	Teachers dislike me
9.	I have a lot of energy	1	2	3	4	5	I have little energy
10.	I am a poor athlete	1	2	3	4	5	I am good at athletics
11.	I am just the right weight	1	2	3	4	5	I wish I were lighter or heavier
12.	The girls don't admire me	1	2	3	4	5	The girls admire me
13.	I am good at speaking before a group	1	2	3	4	5	I am poor at speaking before a group
14.	My face is very pretty (good looking)	1	2	3	4	5	I wish my face was prettier (better looking)
15.	I am good at musical things	1	2	3	4	5	I am poor at musical things
16.	I get along very well with teachers	1	2	3	4	5	I don't get along well with teachers
17.	I dislike teachers	1	2	3	4	5	I like teachers
18.	I am seldom at ease and relaxed	1	2	3	4	5	I am usually at ease and relaxed

19.	I do not like to try new things	1	2	3	4	5	I like to try new things
20.	I have trouble controlling my feelings	1	2	3	4	5	I control my feelings very well
21.	I do very well in school	1	2	3	4	5	I do not do well in school
22.	I want the boys to admire me	1	2	3	4	5	I don't want the boys to admire me
23.	I don't like the way I look	1	2	3	4	5	I like the way I look
24.	I don't want the girls to admire me	1	2	3	4	5	I want the girls to admire me
25.	I am quite healthy	1	2	3	4	5	I am sick a lot
26.	I am a poor dancer	1	2	3	4	5	I am a good dancer
27.	Science is easy for me	1	2	3	4	5	Science is difficult for me
28.	I enjoy doing individual projects	1	2	3	4	5	I don't like to do individual projects
29.	It is easy for me to organize my time	1	2	3	4	5	I have trouble organizing my time
30.	I am poor at making things with my hands	1	2	3	4	5	I am good at making things with my hands
31.	I wish I could do something about my skin	1	2	3	4	5	My skin is nice-looking
32.	Social studies is easy for me	1	2	3	4	5	Social studies is difficult for me
33.	Math is difficult for me	1	2	3	4	5	Math is easy for me
34.	I am not as smart as my classmates	1	2	3	4	5	I am smarter than most of my classmates
35.	The boys admire me	1	2	3	4	5	The boys don't admire me
36.	My clothes are not as nice as I'd like	1	2	3	4	5	My clothes are very nice
37.	I like school	1	2	3	4	5	I dislike school
38.	I wish I were built like the others	1	2	3	4	5	I like my build
39.	I am a poor reader	1	2	3	4	5	I am a very good reader
40.	I do not learn new things easily	1	2	3	4	5	I learn new things easily
41.	I present a good appearance	1	2	3	4	5	I present a poor appearance
42.	I do not have much confidence in myself	1	2	3	4	5	I am full of confidence in myself

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MORSE CRISIS INTERVENTION CENTER

PARENT/VOLUNTEER INTERVIEW FORM

The following questions are submitted as stimulus questions which will be asked during telephone interviews. These questions will be elaborated upon by the interviewer depending upon the initial responses received.

Volunteer Perceptions (Six Volunteers will be interviewed by telephone)

1. What do you do?
2. How do you spend your time?
3. What sort of supervision do you have?
4. How long have you been a volunteer at Morse?
5. How much of your time is actually student contact? (Interviewer may use 5-point scale)
6. What are the goals/objectives of the Morse Center?
7. What kinds of problems do you think students have moving in and out of Morse?

Parent Perceptions .(Six parents will be interviewed by telephone)

1. How long has your child been at Morse?
2. Why was he/she referred to Morse?
3. What is the purpose of the Morse Center?
4. Have you had any personal contact with the Morse Center?
5. If so, what kind and how frequent? (Interviewer may use 5-point scale)
6. Have any difficulties arisen from your child's being at Morse?
7. Have there been any benefits to your child from his being at Morse?
8. Do you know where the Morse Crisis Intervention Center is located?

DATE: _____

STUDENT INTERVIEW FORM

1. Age: _____ 2. Sex: _____

3. Grade: _____ 4. Length of stay at Morse: _____

5. Number of brothers and sisters: _____

6. Have any attended Morse? _____ 7. When? _____

Employment

8. Part-Time _____ 9. Full-Time _____

Classroom Activity

10. How often do you come to Morse? _____

11. What time do you usually get to school? _____

12. What time do you usually leave school? _____

13. What subjects do you study? _____

14. What subjects do you like best? _____

15. What subjects do you like least? _____

16. By subject, what do you spend most of your time in class doing?

	Talking to/ with teacher	Listening to teacher	Studying books	Talking with other stud.	Other
Subject # 1					
Subject # 2					
Subject # 3					
Subject # 4					
Subject # 5					

17. Do you see your teachers outside of class?_____

18. For what reason?_____

19. Would you go to your favorite teacher

(a) If you wanted information about jobs?_____

Why or why not?_____

(b) If you were having problems getting along with your family?_____

_____

Why or why not?_____

(c) If you were not making good grades in class?_____

Why or why not?_____

(d) If you were not happy at Morse?_____

Why or why not?_____

(e) If you were having trouble getting along with other students_____

_____

Why or why not?_____

(f) If you were having trouble getting along with other teachers and staff members?

_____

20. What is the name of:

(a) The Principal_____

(b) The reading specialist_____

(c) The school counselor (psychiatric social worker)

_____

21. If you were having any of the problems listed below, who would you go to?

(a) Not getting along with your family_____

(b) Not making good grades_____

(c) Not happy at Morse_____

(d) Not getting along with other students_____

(e) Not getting along with staff_____

22. What things do you do each day in school that you like best?_____

_____Why?_____

23. That you like least?_____

Why?_____

Field Visits

24. What was the last field visit that you took?_____

25. Did you like it?_____Why?_____

26. Did you dislike it?_____Why?_____

27. How many field visits have you been on this year?_____

28. Which did you like best?_____

Why?_____

29. Which did you like least?_____

Why?_____

30. If you could change anything about Morse, what would you change?

_____

_____

PLEASE RETURN TO THE DIVISION OF RESEARCH AND EVALUATION, PRESIDENTIAL BUILDING, ROOM 1013 BY June 7, 1974

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

Morse Crisis Intervention Center

Project Awareness Questionaire

This brief questionaire is being distributed by the Division of Research and Evaluation to every secondary school principal in the D.C. Public Schools. The purpose of the questionaire is to determine awareness and perception of the Morse Crisis Intervention Center by D.C. secondary school principals as a part of the Project Evaluation designed for the Morse Crisis Intervention Center's Title III Project.

Check one: Senior High School_____ Junior High School_____ Vocational_____

1. Have you ever heard of the Morse Crisis Intervention Center?

   Yes:_____ No:_____

2. Have you ever referred students to the Morse Crisis Intervention Center?

   Yes:_____ No:_____

   If yes, how many?_____

3. Have you ever received students from the Morse Center?

   Yes:_____ No:_____

   If yes, how many?_____

4. If the answer to #3 is Yes, was their adjustment to your school satisfactory? If so, why? If not, why not?

   _____

   _____

   _____

5. Have you ever visited Morse School?

   Yes:_____ No:_____

6. Do you know the purpose of the Morse Crisis Intervention Center? If so, would you please state it in your own words:

   _____